



Review & Enrichment

Week of April 20th

Grade Long & Angotti

Student Name _____

Teacher Name _____

If possible, please return paper copies to drop boxes at food distribution sites or if using online access email teacher upon completion.



McKeesport Area School District
Flexible Instruction Days –Founders Hall Lesson Plan

GRADE/SUBJECT: 6-8 Life Skills			LESSON TITLE: Reading Comprehension	
<input type="checkbox"/> LESSON 1: 1 st or 2 nd 9-Weeks	<input type="checkbox"/> LESSON 2: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 3: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 4: 2 nd or 3 rd 9-Weeks	<input checked="" type="checkbox"/> LESSON 5: 3 rd or 4 th 9-Weeks
STANDARD(S): Standard - CC.1.1.1.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Standard - CC.1.1.2.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none">• Understand phonics and word analysis skills to identify high frequency words in a passage.• Be able to locate and highlight details from a text to answer comprehension questions.				
STUDENT PARTICIPATION (<i>Lesson steps</i>): Students will: <ol style="list-style-type: none">1. Read 3 short passages containing high frequency words.2. Complete corresponding comprehension questions using reading strategies.				
ACCOMMODATIONS: For struggling learners: <ul style="list-style-type: none">• Highlight their high frequency words in the passage. For advanced learners: <ul style="list-style-type: none">• Write 2-3 sentences to summarize the text.				
HANDOUTS (<i>exact names of ALL accompanying handouts</i>) & RESOURCES (<i>materials, websites, books, etc.</i>) <ul style="list-style-type: none">• Passage 1: "A Fat Cat"• Passage 2: "Joey"• Passage 3: "Mark's Lost Toy"				
EVIDENCE OF LEARNING Students will demonstrate their: <ul style="list-style-type: none">• Understanding of phonics and applying word analysis skills to identify high frequency words.• Ability to use reading strategies to locate details in a text that support reading comprehension.				

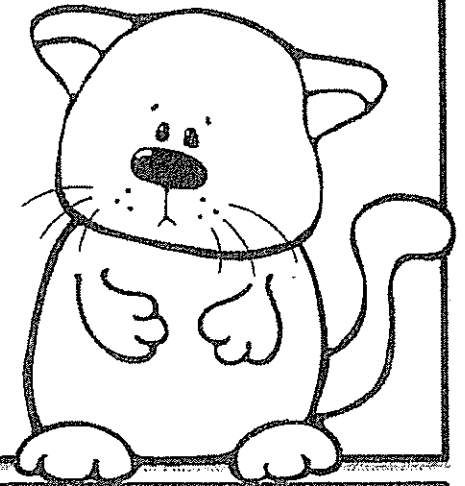
Name _____

Reading Comprehension

Read the story and answer the questions.

A Fat Cat

Look at that cat! The cat's name is Jack and he is fat. Jack likes to nap. Jack is a happy cat. He takes his naps on his mat. I wish I had a cat like Jack!



1. What is the cat's name?

- Matt
- Zack
- Jack

2. What does the cat look like?

- tall
- fat
- black



Color what the cat likes to do.



Color a word that describes the cat.



Color where the cat naps.

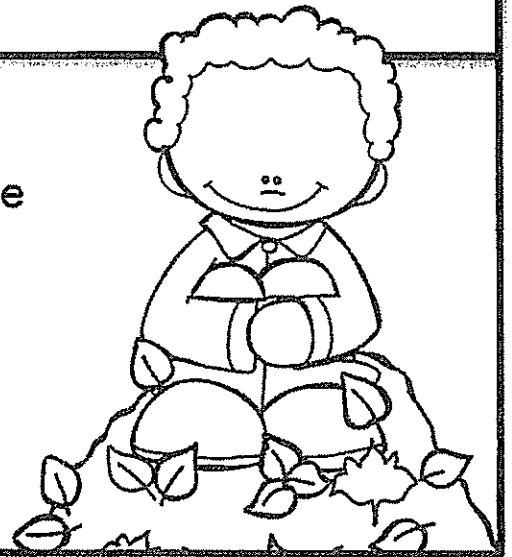
Name _____

Reading Comprehension

Read the story and answer the questions.

Joey

Joey's favorite season is fall. He likes fall because the leaves change colors. Every year Joey goes to the pumpkin patch with his family. His favorite fall treat is pumpkin pie!



1. What is Joey's favorite season?

- summer
- fall
- winter

2. Why does he like that season?

- the leaves change
- pumpkins grow
- it is cold



Color where Joey goes every year.



Color who he goes with.



Color Joey's favorite fall treat.

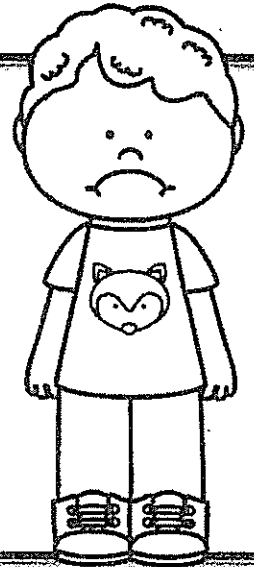
Name _____

Reading Comprehension

Read the story and answer the questions.

Mark's Lost Toy

Mark is feeling sad. Mark is sad because he lost his favorite toy. Mark lost his toy truck. He looked inside and outside but he can't find it anywhere! Mark will ask his mom to help him.



1. Why is Mark sad?

- he lost his toy
- he fell down
- he read a book

2. What did Mark lose?

- his baseball bat
- his toy truck
- his pencil



Color how Mark is feeling.



Color where Mark looked for his toy.



Color who Mark will ask to help.